

# Tennessee English Language Arts Standards

## Grade 3

### Standard 1—Language

#### Conceptual Strand 1

*Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.*

#### Guiding Question 1

*How does language usage reflect mastery of Standard American English and its conventions?*

#### Grade Level Expectations

**GLE 1001.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling.

**GLE 0301.1.2** Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

**GLE 0301.1.3** Demonstrate knowledge of Standard English sentence structure.

#### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.1.1** Know and use appropriately the meaning, forms, and functions of nouns, pronouns, verbs, adjectives, and adverbs.
- ✓ **0301.1.2** Recognize and avoid errors in Standard English usage (e.g., to/too/two; their/ there/ they're).
- ✓ **0301.1.3** Know and apply correctly the rules for capitalization.
- ✓ **0301.1.4** Understand and use correctly standard marks of punctuation, including commas in direct address, in dates and addresses, and items in a series.
- ✓ **0301.1.5** Apply correct orthographic conventions, including spelling, contractions and possessives, and letter formation.
- ✓ **0301.1.6** Write legibly in manuscript and in cursive.

- ✓ **0301.1.7** Recognize sentence types—statements, questions, commands, and exclamations—and apply appropriate end marks when writing and vocal intonation when speaking.
- ✓ **0301.1.8** Identify the subject and predicate of a sentence (simple and compound).
- ✓ **0301.1.9** Recognize complete sentences and sentence fragments and edit appropriately.
- ✓ **0301.1.10** Combine simple sentences into compound sentences using compound subjects and/or predicates.
- ✓ **0301.1.11** Use a variety of previously learned strategies (e.g., roots and affixes, context, reference resources) to determine the meanings of unfamiliar words.

## **STATE PERFORMANCE INDICATORS**

**SPI 0301.1.1** Identify correctly used capital letters.

**SPI 0301.1.2** Select the simple subject and predicate of a sentence.

**SPI 0301.1.3** Select the compound sentence that correctly combines two simple sentences.

**SPI 0301.1.4** Identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e. present, past, and future tense), and adjectives (i.e., comparative and superlative) within context.

**SPI 0301.1.5** Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.

**SPI 0301.1.6** Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

**SPI 0301.1.7** Choose correctly (or incorrectly) spelled words in context and correctly (or incorrectly) formed contractions and plurals.

**SPI 0301.1.8** Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).

## Standard 2—Communication

### Conceptual Strand 2

*Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.*

### Guiding Question 2

*What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?*

### Grade Level Expectations

**GLE 0301.2.1** Continue to develop basic listening skills necessary for communication.

**GLE 0301.2.2** Continue to develop basic speaking skills necessary for communication.

### Checks for Understanding (Formative/Summative Assessment)

#### Listening

- ✓ **0301.2.1** Consistently use established rules for polite conversation and attentive listening (e.g., take turns, raise hands, ask questions, do not interrupt, face speaker).
- ✓ **0301.2.2** Demonstrate the ability to follow oral directions up to three steps.
- ✓ **0301.2.3** Respond to questions from teachers and other group members and pose follow-up questions for clarity.
- ✓ **0301.2.4** Listen and respond to a variety of media (e.g., books, audio tapes, videos).

#### Speaking

- ✓ **0301.2.5** Consistently use rules for conversation and verbal participation.
- ✓ **0301.2.6** Give oral directions up to three steps.
- ✓ **0301.2.7** Participate in group discussions.
- ✓ **0301.2.8** Show evidence of expanding oral language through vocabulary growth.
- ✓ **0301.2.9** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatizations, oral presentations, personal experiences).

### STATE PERFORMANCE INDICATORS

## Standard 3—Writing

### Conceptual Strand 3

*The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.*

### Guiding Question 3

*How will students demonstrate their ability to write effectively for a variety of purposes and audiences?*

### Grade Level Expectations

**GLE 0301.3.1** Write for a variety of purposes and to a variety of audiences.

**GLE 0301.3.2** Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.

**GLE 0301.3.3** Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.3.1** Write on a specific topic to a specified audience (e.g., self, peers, adults).
- ✓ **0301.3.2** Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, tell a story, respond to literature.
- ✓ **0301.3.3** Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
- ✓ **0301.3.4** Write in complete sentences developed into a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.
- ✓ **0301.3.5** Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- ✓ **0301.3.6** Use a rubric to evaluate own and others' writing through small group discussion and shared work.
- ✓ **0301.3.7** Use technology to publish and present.
- ✓ **0301.3.8** Express thoughts, feelings, and experiences through poetry and illustrations.
- ✓ **0301.3.9** Write in journals.

## **STATE PERFORMANCE INDICATORS**

**SPI 0301.3.1** Complete a simple graphic organizer to group ideas for writing.

**SPI 0301.3.2** Identify the purpose for writing (e.g., to entertain, to inform, to respond to a picture).

**SPI 0301.3.3** Choose the most specific word to complete a simple sentence.

**SPI 0301.3.4** Rearrange sentences and/or events in a sequential, coherent order.

**SPI 0301.3.5** Choose a topic sentence for a paragraph.

**SPI 0301.3.6** Select the best title for a text.

**SPI 0301.3.7** Identify unnecessary information in a paragraph.

**SPI 0301.3.8** Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.

## **Standard 4—Research**

### **Conceptual Strand 4**

*Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.*

### **Guiding Question 4**

*How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?*

### **Grade Level Expectations**

**GLE 0301.4.1** Identify and narrow a grade-appropriate research topic.

**GLE 0301.4.2** Determine three or more resources using more than one medium.

**GLE 0301.4.3** Present research results in a simple written report.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0301.4.1** Define and narrow a topic for research.
- ✓ **0301.4.2** Identify resources from more than one medium to support the research topic.
- ✓ **0301.4.3** Gather relevant information from a variety of sources available for information.
- ✓ **0301.4.4** Use reference materials (e.g., dictionary, thesaurus, atlas, and encyclopedia).
- ✓ **0301.4.5** Visit the library/media center as a source of information for research.
- ✓ **0301.4.7** Organize information gathered using a simple graphic organizer.
- ✓ **0301.4.8** Write a simple research report demonstrating the research results.

### **STATE PERFORMANCE INDICATORS**

**SPI 0301.4.1** Identify the most reliable sources of information to support a research topic.

**SPI 0301.4.2** Complete a simple graphic organizer (e.g., chart, web) organizing information from text or technological sources.

**SPI 0301.4.3** Compose a one-page report delivering the research results.

## **Standard 5—Logic**

### **Conceptual Strand 5**

*Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and inferring appropriately.*

### **Guiding Question 5**

*How can students develop and demonstrate the ability to apply logic in a sound and systematic way?*

### **Grade Level Expectations**

**GLE 0301.5.1** Develop logic skills to enhance thoughtful reasoning and to facilitate learning.

**GLE 0301.5.2** Make inferences and draw conclusions.

**GLE 0301.5.3** Apply learned logic skills to selections read, as well as to classroom situations.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0301.5.1** Distinguish fact from opinion.
- ✓ **0301.5.2** Distinguish cause from effect.
- ✓ **0301.5.3** Compare and contrast two characters, ideas, or stories.
- ✓ **0301.5.4** Draw inferences and adjust predictions during reading.
- ✓ **0301.5.5** Draw conclusions based on evidence acquired during reading.

### **STATE PERFORMANCE INDICATORS**

**SPI 0301.5.1** Draw appropriate inferences from text.

**SPI 0301.5.2** Distinguish between fact and opinion within text.

**SPI 0301.5.3** Identify stated cause-effect relationships in text.

**SPI 0301.5.4** Determine sequence of events in a narrative.

**SPI 0301.5.5** Determine the problem in a story and recognize its solution.

## **Standard 6—Informational Text**

### **Conceptual Strand 6**

*Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.*

### **Guiding Question 6**

*What specific strategies and skills are required in order to understand and interpret various informational texts?*

### **Grade Level Expectations**

**GLE 0301.6.1** Apply appropriate reading strategies to comprehend informational text (e.g., prereading strategies, comprehension strategies).

**GLE 0301.6.2** Recognize the different features of informational text (e.g., separate text boxes, diagrams, captions, charts, graphs).

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0301.6.1** Distinguish fiction from nonfiction.
- ✓ **0301.6.2** Identify the main idea and supporting details in informational text.
- ✓ **0301.6.3** Preview text to establish a purpose for reading, to activate prior knowledge, to facilitate the reading process, and to evaluate illustrations and graphics.
- ✓ **0301.5.4** Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).

### **STATE PERFORMANCE INDICATORS**

**SPI 0301.6.1** Identify the stated main idea in a reading selection.

**SPI 0301.6.2** Indicate which of a given set of illustrations or graphics best supports a particular text.

**SPI 0301.6.3** Select information from a given set of text features (e.g., glossary, table of contents).



## **Standard 7—Media**

### **Conceptual Strand 7**

*An ability to understand and analyze media technology will be a vital, ongoing life skill.*

### **Guiding Question 7**

*What strategies will help students become thoughtful users of information coming from a wide variety of media?*

### **Grade Level Expectations**

**GLE 0301.7.1** Recognize that media can provide sources of information and entertainment.

**GLE 0301.7.2** Use media to publish and present information.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0301.7.1** Use media to access information (e.g., online catalog, nonfiction books, encyclopedias, CD-ROM references, Internet).
- ✓ **0301.7.2** Use media to enhance reports and oral presentations.
- ✓ **0301.7.3** Understand the main idea or message in a visual image (e.g., pictures, cartoons, weather reports on television, newspapers, photographs).
- ✓ **0301.7.4** Visit libraries/media centers and regularly check out materials.

### **STATE PERFORMANCE INDICATORS**

**SPI 0301.7.1** Determine the main idea in a visual image.

**SPI 0301.7.2** Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.

## Standard 8—Literature

### Conceptual Strand 8

*Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.*

### Guiding Question 8

*What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?*

### Grade Level Expectations

**GLE 0301.8.1** Maintain previously learned reading strategies and skills, such as concepts of print, phonemic awareness, fluency, and vocabulary.

**GLE 0301.8.2** Develop and use strategies for reading before, during, and after reading.

**GLE 0301.8.3** Read in a variety of genres and content areas.

**GLE 0301.8.4** Learn basic characteristics of literary genres.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.8.1** Recognize varying forms of text (e.g., poems, plays, stories).
- ✓ **0301.8.2** Identify and produce rhyming words and original poems.
- ✓ **0301.8.3** Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, looking for word parts (e.g., root words, prefixes, and suffixes), and recognizing context clues.
- ✓ **0301.8.4** Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, reading from tapes/CDs).
- ✓ **0301.8.5** Build vocabulary by listening to literature and participating in discussions.
- ✓ **0301.8.6** Use context clues to determine the meaning of multi-meaning words.
- ✓ **0301.8.7** Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).
- ✓ **0301.8.8** Demonstrate strategies for determining meaning while reading and checking for understanding after reading.

- ✓ **0301.8.9** Read and review various literary (e.g., short stories, fairy tales, nonfiction texts, biographies, folktales, myths, poetry) and media (e.g., photographs, the arts, films, video) genres.
- ✓ **0301.8.10** Define and identify setting and characters, including main and minor characters.
- ✓ **0301.8.11** Compare and contrast different versions/representations of similar stories, legends, lessons, or events reflecting different cultures.
- ✓ **0301.8.12** Explore the use of language in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
- ✓ **0301.8.13** Explore the concept of first person point of view.
- ✓ **0301.8.14** Visit libraries/media centers; select and check out materials.
- ✓ **0301.8.15** Read longer narrative and expository text independently, including chapter books.
- ✓ **0301.8.16** Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).

## **STATE PERFORMANCE INDICATORS**

**SPI 0301.8.1** Identify and/or select rhyming words.

**SPI 0301.8.2** Distinguish individual sounds, including consonant blends, within words.

**SPI 0301.8.3** Identify setting, characters, and plot, including the sequence of events, in a reading selection.

**SPI 0301.8.4** Recognize root words and their various inflections (e.g., walks, walking, walked).

**SPI 0301.8.5** Determine word meanings using prefixes and suffixes and/or context clues.

**SPI 0301.8.6** Select appropriate synonyms and antonyms within context.

**SPI 0301.8.7** Identify forms of text as poems, plays, or stories.

**SPI 0301.8.8** Recognize basic plot features of fairy tales, folk tales, fables, and myths.

**SPI 0301.8.9** Recognize grade appropriate vocabulary, including multiple-meaning words, within context.